**World Language**

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| **Language / Level** | Spanish 5th and 6th |
| **Performance Range** | Novice Mid/High |
| **Stage 1: Desired Results** | |
| **Theme/Topic** | Challenges: I Love My Planet! Taking Care of our World |
| **Essential Question** | What can I do to take care of the planet? |
| **Learning Scenario** | |
| Students will react to images and information about the 8th continent saying what they can do to help resolve the problem. They will comment on the 3Rs — reduce, recycle and reuse. They will be able to name elements that make up our environment. They will be able to identify environmental challenges and say what they could do to help. Students will then discuss various animals that are endangered. They will be able to name and describe several animals. They will also be able to say where the animal lives and identify simple reasons why animals are endangered by discussing both climate and weather as it relates to the habitat of the animal. Students will transfer what they have learned to develop a campaign to save an endangered species. | |
| **Unit Goals** | |
| Learners will be able to:   * identify elements of the environment before identifying the impact that man’s actions has on the environment * locate the 8th continent and state the reasons that these continents are forming in the oceans * name and describe animals that are endangered idenfiying the habitat of that animal and the reasons why certain animals are endangered. * create a campaign to save the environment and endangered species | |

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| **Stage 2: Assessment Evidence** | |
| **Summative Performance Tasks** | |
| **Interpretive** | |
| * Read an article about the ocean pollution/clean up efforts and demonstrate comprehension. * Read a website that contains information about animals and highlight cognates, matching text to images. * Read or listen to brief descriptions of a habitat and select the animal that will live there. * Listen to the description of an animal and select the animal that is being described. * Read and listen to information on 2 endangered species. Complete a graphic organizer on each animal. | |
| **Presentational** | **Interpersonal** |
| Work in groups to create a presentation on an animal found in the Spanish-speaking world. They will cover the basic details – description, personality, food, etc. Make a case for adopting your animal as the class mascot. Your class will then adopt or support this animal at Brookfield Zoo.  Create a simple children’s story about the plight of one animal that is endangered. Record your voice reading the story and then share the book with others. | Students will take on the role of an animal and will interview other animals in the class. They will find out where they live, what they are like, what they do, what they eat, etc. They will end the conversation by deciding whether to be friends or not.  Imagine a conversation that might take place between the 2 different endangered species. Identify and describe “yourself”, comment on what you need to survive. |

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| **Can Do Statements** | | | | |
| **Interpretive** | | (L) I can understand the basic purpose of messages about the environment in videoclips.  (L) I can understand questions and simple statements about the environment when I am part of the conversation  (R) I can understand simple information about endangered species when presented with pictures and infographs. | | |
| **Presentational** | | (S) I can present basic information about an endangered species.  (S) I can express ways to save the environment and protect endangered species.  (W) I can prepare a presentation about saving the environment and endangered species. | | |
| **Interpersonal** | | * I can ask and respond to questions about protecting the environment. * I can share my opinions about ways to preserve the environment. * I can share information about endangered animals with my classmates. * I can discuss ideas to protect endangered species with my classmates. | | |
| **Supporting**  **Functions** | | | **Supporting**  **Structures/Patterns** | **Priority**  **Vocabulary** |
|  | name and locate the 7 continents and primary oceans | | Where is  …is here. | * continents * elements of the environment * physical size * personality traits * locations – forest, jungle, etc. * continents * animal body parts and movement * food for animals * causes for being endangered |
|  | locate and describe the 8th continent | | Where is…. |
|  | ask for and give my opinion when discussing pollution | | What do you think? I think…. |
|  | name elements in the environment | | What is the environment?  It is air, plants, trees, etc. |
|  | ask and answer questions saying what I can do to help | | What can I do ?  Don’t pollute.environmental  reduce, recycle, reuse  paper, plastic, glass |
|  | name endangered species and say why they are endangered | | What animals are in danger…  Jaguars, gorillas, polar bears, etc  Are (animals) in danger….  Why are they endangered?  They are endangered because of… |
|  | name important physical and personality traits | | What is (animal) like?  It is…is not..  What are you like? What does (animal) have?  What do you have?  I have…don’t have… |
|  | talk about what animals eat | | What does (animal) eat?  It eats….doesn’t eat…  What do you eat?  I eat…don’t eat…. |
|  | talk about how animals move | | What does (animal) do?  It (runs, swims).  What do you do?  I (run, swim). |
|  | talk about the habitat of an animal | | Where does (animal) live  (Animal) lives in the sea, forest, etc. |
|  | comment on climate/weather where endangered animals live | | What is the weather like in the |
| **Resources** | | | | |
| **Spanish** | | [El continent basura](https://www.youtube.com/watch?v=C1jz7qP66w8) | | |
| **Stage 3: Learning Experiences** | | | | |
| **Mode** | | **Key Learning Activities/Formative Assessments** | | |
| *Hook* | | early in the unit - [How Wolves Change Rivers](https://www.youtube.com/watch?v=ysa5OBhXz-Q), [Transcript](http://desperadophilosophy.net/tag/how-wolves-change-rivers/) | | |
|  | | Place animals correctly on a world map. State simple facts about where they live, what they eat. | | |
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Working with How Wolves Change Rivers

* Introduce images of wolf and deer, select images from film or general images, connect to living in Yellowstone, show images, work on description of both and where they live, what they eat – recycle previously learned expressions – do you like, I like/don’t like, do you prefer the wolf or the deer, do wolves live in LaGrange, do deer live in LaGrange.
* If time, add in bear – does bear eat wolf, deer? Interpretive and Interpersonal work, no focus on writing
* Assign English version of How Wolves Change Rivers for homework over the weekend.
* Begin opening clip of film How Wolves Change Language. Mute the sound and process in Spanish. Work with film, introduce other animals in film, review – description, live, and eat, possible role play students are wolves, bear and deer. Greet each other and ask if they are hungry, what they eat, deer runs away from bear or wolf, pause for the math of 70 years, write date of 1995 and 1925 on board, show 70 years, use images to convey wolves in Yellowstone, no wolves, wolves back in Yellowstone, can find image online of wolves being re-introduced.
* Narrate movie in Spanish – Wolves arrive, come back and eat deer, plants grow, birds come back, beavers build dams, more water animals, wolves eat coyotes also, more small animals, more berries, more bear, bears eat fawns, Pause asking either / or questions Do bears eat berries or wolves, do beavers live in water or mountains using gestures to make language comprehensible, I think wolf, deer and bear give you herbivore, carnivore and omnivore, movement of deer, wolves, bears. This would take several days and can be interspersed with looking at other endangered species, where those animals live, what they eat, etc.
* Introduce other animals that you will share – lives, eats, description, physical traits, movement, find appropriate video clip to introduce, use lots of either/or questions to work with new vocabulary. If you are doing a project with 6th grade, select one animal and introduce as a model of what that project will look like. In 5th grade, introduce several animals, but one at a time, always doing all “verbs” with each animal.
* Review introduced terms, might want to play a version of flyswatter with images, give pairs of students a paper with introduced vocabulary, call words and students race to touch correct picture with finger, pencil, etc.
* Ask students to say what they can to their partner about the different pictures – It’s a bear, it’s big and black, call on students to share
* Play again making game more challenging when they know words by giving clues – the animal that eats berries, the animal that is dangerous
* Play 20 questions – model process with students, students ask teacher question to decide what animal, do a few times with class and teacher, then mix and mingle allowing students to guess what the other student is
* Add in other animals as new vocabulary. Have students ask questions to learn about that animal.
* Show trailer for [Madagascar 1](https://www.youtube.com/watch?v=vHtB-4XvagU), pause and ask for descriptions, where animals are, etc. bring back personality since this was a big part of the character for each animal
  + students take on identity of animals and engage in different activities:
  + 4 Corners – they meet by where they live and have a conversation
  + they hide their identity, sticky on back, ask and answer questions to figure out who is who and must determine if other animals are “friend or foe”
* Possible to read about [Adopting an animal](http://www.zoologicosantafe.com/menu-superior/adopcion). This is a kid friendly Spanish site and is actually one that could be used for different reasons during the unit. There are probably many similar sites.
* 6th grade presentations as gallery walk, 4 presentations at a time in corners, each group presents 4 times to different audience, repeat on subsequent days until all groups have presented multiple times
* Consider having students record presentations to post on class page for parents to see, 5th grade class at one school shares with class at other school. Story time at local library or school library, 5th graders read to K or 1st grade.